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meaning in larger units" (p. 63). Members of the teaching force are becoming impatient in their desire to know what some of these authoritative training methods may be, and would earnestly recommend, as does the author himself, a careful training investigation of the extent to which the attention span can be developed or to which it is dependent on factors of native capacity, and still more urgently by what means the widening of the eye-voice span can be best accomplished in the practical school situation. The chief function of the experimenter has been to make clear the need of certain new methods. He must in turn wait upon the inventive genius of those who may meet this need.

Dr. Buswell puts the burden squarely on the elementary grades below the fifth school year, but recognizes the fact that high-school pupils are not too old for benefits to be derived from training. He infers that the wider eye-voice span of the members of the Freshman class was a result of special training which that group had been receiving. It is possible, however, that this training served to so emphasize the individual differences of this group of pupils that the instructors were enabled more readily to select the good readers. At any rate, the high school must hold itself in readiness to contribute its share to the final solution of the teaching problem involved, and all who are interested in the field should make a thorough analysis of this valuable study.

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*Education in Ohio.*—The chief weakness in our histories of education lies, perhaps, in the inadequacy of their accounts of school practices in the periods treated. We have histories of educational theory that trace the opinions held by educational leaders from Aristotle to John Dewey, but we are left with little knowledge of actual school procedure and of general educational sentiment prior to the present and the immediately past generations.

A recent monograph by Dr. E. A. Miller<sup>1</sup> is the result of an attempt to discover some of the facts as to actual educational conditions from 1803 to 1850 in one of our American states. The book is a study of educational legislation in Ohio for the period named, based chiefly upon the legislative records of the state; but in order properly to interpret the data thus discovered, the author has found it necessary to draw information from many other original and secondary sources.

Dr. Miller has so organized his monograph that the material is grouped into interesting treatises on several phases of the educational development of the state. In one chapter he has traced the evolution of the public-school system in Ohio, including such topics as common-school support, control and supervision, certification of teachers, development of the curriculum, schools

<sup>1</sup> EDWARD ALANSON MILLER, *The History of Educational Legislation in Ohio from 1805 to 1850*. "Supplementary Educational Monographs," Vol. III, No. 2. Chicago: Department of Education, University of Chicago, 1920. Pp. xi+248. \$2.00.

for colored children, and the development of city- and village-school systems. Another chapter shows how the problems growing out of the federal land grants for common schools were handled in this, the first state to face these problems. Still another interesting chapter traces, through the legislation of the state, the development of secondary and higher education. The period covers the time when the chartered academies were most flourishing and the foundations for great colleges and universities were being laid. A complete list of these academies and colleges is given in the chapter and is supplemented in the appendix with a synopsis of each act of incorporation. Other chapters in the monograph show us how Ohio handled the problems of the education of defectives, dependents and delinquents, and the training of teachers.

In Appendix A the author has classified the legislation of the period of his study, presenting abstracts of the more important acts. Appendix B is a page-and-volume index to all the educational legislation of Ohio, 1803-50.

Dr. Miller's work is a valuable contribution to the history of his state and to the history of education in the United States. The fact that Ohio was the first of the states organized from the Northwest Territory, and consequently was compelled to grapple with new educational problems growing out of conditions pertaining to the frontier and out of the management under such conditions of her sixteenth sections and seminary lands, makes the book of special significance and value to all who are interested in the development of our educational institutions and the working out of our educational problems.

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*Special methods in history.*—An unusual book of methods<sup>1</sup> from the press of Ginn & Company departs from the traditional theoretical treatment and presents specifically and concretely the problems it attacks. Professor Tryon in his inimitable way has reproduced in this volume many definite suggestions for the teacher of history. Written "in the interest of better history teaching," it will be welcomed by all progressive teachers who are desirous of improving the technique of teaching.

The Preface indicates the purpose of departing from the customary historical treatment and presenting the everyday classroom problems with which the teacher has to deal. The first chapter treats of the history recitation, setting forth practical suggestions which will be helpful to all. Professor Tryon advises the use of ordinary business procedure in the classroom, permitting the pupils to know about the work to be done, the methods to be employed, and the materials to be used. Examples of good recitations are given where the work is well apportioned to include review, advanced assignment, summary, and the next day's lesson. Forms of the recitation receive a discussion which is somewhat limited, especially for the newer types. The

<sup>1</sup> ROLLA MILTON TRYON, *The Teaching of History in Junior and Senior High Schools*. Boston: Ginn & Co., 1921. Pp. v+294. \$1.48.